Juvenile Delinquency
Fall 2013

FALL 2013
Criminal Justice/Sociology 4331.001
Tuesday & Thursday 11:00 a.m. - 12:15 p.m.

JUVENILE DELINQUENCY
Course Syllabus
BH 206

Dr. Dorothy S. McClellan                    Office Hours:
Bay Hall 340                               Monday:   2:45 p.m. – 4:15 p.m.
Phone: (361) 825-2697                       Tuesday:  8:30 a.m. – 9:30 a.m.
e-mail: dorothy.mcclellan@tamucc.edu       Thursday: 8:30 a.m. – 9:30 a.m. 12:30 – 2:00 p.m.
website: cj.tamucc.edu                      And by appointment

COURSE DESCRIPTION
This course will examine the extent, nature and cause of juvenile crime in the United States and
American society’s response to it. We will begin by developing an understanding of
adolescence, and the history of childhood and juvenile justice over time. We will study the
major theories and explanations of delinquency, as well as the influence of family, gangs, drugs
and gender on delinquent behavior.

Student Learning Outcomes
Upon completion of this course student will be able to

- Describe and explain the nature of adolescence and the history of childhood over time.
- Describe the extent and nature of juvenile delinquency in the U.S. today and the sources
  of these data.
- Understand and analyze the major explanations and theories of delinquency.
- Describe and evaluate the social, community, and environmental influences on
delinquency, explaining the relationship between gangs, drugs, gender, schools, the
family and delinquency.

Required Reading
Larry Siegel & Brandon C. Welsh, Juvenile Delinquency: Theory, Practice & Law, Tenth or
Eleventh Edition

DATE          TOPIC

September 5   Introduction & Overview

September 10 & 12 The Nature of Adolescence & Delinquency
Readings: S&W, Chapter 1
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>September 17 &amp; 19</td>
<td>Cognitive Development in Adolescence</td>
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<tr>
<td></td>
<td>Individual Views of Delinquency</td>
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<tr>
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<td>Readings: S&amp;W, Chapter 3</td>
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<tr>
<td>September 24 &amp; 26</td>
<td>Juvenile Justice: Then &amp; Now</td>
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<tr>
<td></td>
<td>Readings: S&amp;W, Chapter 13</td>
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<tr>
<td>October 1, 3 &amp; 8</td>
<td>The Nature and Extent of Juvenile Delinquency</td>
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<tr>
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<td>Readings: S&amp;W, Chapter 2</td>
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<tr>
<td>October 10</td>
<td>Examination One</td>
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<tr>
<td>October 15</td>
<td>Sexuality &amp; Youth</td>
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<td>Baby Think It Over Extra Credit Project</td>
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<tr>
<td>October 17</td>
<td>Supervising and Counseling the Juvenile Client</td>
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<td>Guest Speaker: John Milam, Deputy Director</td>
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<td>Nueces County Juvenile Justice Center</td>
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<td><strong>Theories of Delinquency</strong></td>
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<tr>
<td>October 22</td>
<td>What is a Theory?</td>
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<td>October 24</td>
<td>Social Structure &amp; Delinquency</td>
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<td>Readings: S&amp;W, Chapter 4</td>
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<td>October 29 &amp; 31</td>
<td>Social Process &amp; Delinquency</td>
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<td>Readings: S&amp;W, Chapter 4</td>
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<tr>
<td>November 5</td>
<td>Film: <em>Children of Violence</em></td>
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<td>November 7 &amp; 12</td>
<td>Social Reaction &amp; Conflict Theories</td>
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<td>Readings: S&amp;W, Chapter 5</td>
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<td>November 14</td>
<td>Examination 2</td>
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<tr>
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<td><strong>Social, Community, and Environmental Influences on Delinquency</strong></td>
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<tr>
<td>November 19</td>
<td>The Family &amp; Delinquency</td>
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<td>Readings: S&amp;W, Chapter 8</td>
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<td>November 21</td>
<td>Peers &amp; Delinquency: Juvenile Gangs &amp; Groups continued</td>
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<td>Guest Speaker: CCPD Gang Unit</td>
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<td>November 26</td>
<td>Peers &amp; Delinquency: Juvenile Gangs &amp; Groups</td>
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<td>Readings: S&amp;W, Chapter 9</td>
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<tr>
<td>November 28</td>
<td>Happy Thanksgiving!</td>
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<td>December 3</td>
<td>Race, Ethnicity &amp; Delinquency</td>
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<td>Distinctive Concerns of Hispanic Youth</td>
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<tr>
<td>December 5</td>
<td>Substance Abuse &amp; Delinquency</td>
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<td>Readings: S&amp;W, Chapter 11</td>
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<td>Juvenile residents of Shoreline, Inc. (substance abuse treatment facility)</td>
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<tr>
<td>December 10</td>
<td>Schools &amp; Delinquency</td>
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<tr>
<td></td>
<td>Readings: S&amp;W, Chapter 10</td>
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<td>Conclusions &amp; Review for Final Examination</td>
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**Important Dates to Remember**

- October 10: Examination One
- November 14: Examination Two
- December 10: Event Response Analysis due by 7 p.m.
- December 12: Final Examination (Thursday 11:00 a.m.)

*Schedule Subject to Change*
COURSE REQUIREMENTS

1. EXAMINATIONS

Three examinations, including final. Examinations include multiple choice, true/false, short answer questions. Make-up examinations are reserved for exceptional circumstances. If you will miss an exam for any reason, please contact the instructor immediately. If you miss an exam for medical reasons, please provide a doctor’s excuse or note from the campus health service. Please see section on Expectations below.

2. EVENT RESPONSE ANALYSIS

Students will be asked to prepare a report on the content of films or guest speaker presentations. This report calls for:

1) A detailed, accurate description of the event, and

2) An in-depth analysis of the impressions, thoughts, and feelings engendered by viewing or participating in it.

This exercise will help students develop the important professional skills of:

1) Preparing clear, factual descriptions of events and individuals, and

2) Distinguishing personal feelings, thoughts, prejudices, and concerns from accurate presentation of facts.

The paper should be at least five pages in length, doubled-spaced, word processed, grammatical and spell-checked. In fairness to fellow classmates, late papers will not receive full credit – 5 points off for each day late.

3. ATTENDANCE

Attendance is required. The final grade will be lowered 2 points with each absence after the third.

The final course grade will be determined as follows:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>3 Examinations</td>
<td>25% each</td>
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<tr>
<td>1 Event Response Analysis</td>
<td>25%</td>
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Final course grades will be assigned based on the following total percentages.

- Over 90% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60 = F
STUDY GUIDES FOR EXAMINATIONS

FOR EXAMINATION ONE - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING:
Identify and describe the problems of youth in American society.
Describe the nature of adolescence and the history of childhood over time.
Describe the nature of cognitive development in adolescence and individual views of delinquency.
Describe the extent and nature of juvenile delinquency in the U.S. today and the sources of data.

FOR EXAMINATION TWO - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING:
Identify, describe and evaluate the sociological views of delinquency: Social Structure Theories and Social Process Theories. Identify, describe and evaluate developmental theories of delinquency. Identify, describe and evaluate Social Reaction Theories and Social Conflict Theory. Discuss the key principles of supervising and counseling juvenile clients.

FOR THE FINAL EXAMINATION - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING:
Describe the link between family relationships and juvenile delinquency.
Describe the relationship between family breakup and delinquent behavior.
Describe and evaluate the relationship between discipline, supervision styles and juvenile crime.
Identify and evaluate how parental and sibling misconduct influences delinquent behaviors.
Identify and evaluate the relationship between child abuse and delinquent behavior.
Describe the relationship between peers and delinquency.
Discuss the history of gangs in the US.
Describe the nature and extent of gang activity.
Identify and evaluate the theories of gang development and why youth join gangs.
Describe how police departments are undertaking gang prevention and suppression.
Discuss the crisis in American education and the relationship between schools and delinquency.
Discuss the link between delinquent behavior and experiences within the educational system.
Explain the causes of student alienation from the educational experience.
Discuss recent school attacks.
Discuss the relationship between drug use and delinquency.
Describe the extent and nature of the drug problem among American youth today.
Discuss how teenage drug use in this country has changed over time.
Discuss the main explanations for why youths take drugs.
Argue the pros and cons of government use of drug-control strategies.
Discuss changes in the female delinquency rate over time and the nature and extent of female delinquency today.
Discuss cognitive differences between males and females.
Discuss differences in socialization between boys and girls and how it might affect their behavior.
Describe the treatment girls receive by the juvenile justice system and how it differs from the treatment of boys.
Describe the difference between delinquency prevention and delinquency control.
POLICIES

CLASSROOM ETIQUETTE
Students are reminded that once they enter the classroom, they are expected to behave courteously and respectfully to everyone. They are expected to turn off cell phones and place them out of sight, refrain from talking to neighbors and eating, and they should not leave the classroom unless absolutely necessary to use the bathroom or in case of emergency. The use of personal computers will be reserved for students with special needs. The teacher reserves the right to ask students to turn off computers.

EXPECTATIONS
Classes will begin at the scheduled time and run the full session (until 12:15 p.m.) Please be certain to arrive on time and be prepared to stay until class is dismissed. If you have work obligations that interfere with your ability to do this, please change your work schedule or consider dropping the course. Students are expected to avoid private conversations with their classmates during class. As if you were on an airplane, please turn off your electronic devices upon entering the classroom. Attendance will be taken each class. Please arrange with a fellow student to get handouts, notes and assignments if you miss class. Make-up examinations will be given only with a doctor’s excuse or under exceptional circumstances that should be discussed with the professor before the examination. If a true emergency arises and you miss an examination, please notify the professor within 24 hours so that we can arrange an alternate time for you to take an exam.

ACADEMIC HONESTY
Students are reminded of the university's strict prohibition against cheating and plagiarism. Students should be aware that all quoted material must be put in quotation marks and the reference cited. Paraphrasing requires completely rewriting the material, putting it into your own words. Passing off others’ work as your own is a violation of university academic policy, as is submitting the same paper to another class. Punishment for same may include expulsion from the university and a grade of F. No academic dishonesty will be tolerated. If academic dishonesty is suspected, the disciplinary guidelines in the TAMUCC student code of conduct will be followed.

ACADEMIC ADVISING
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

NOTICE TO STUDENTS WITH DISABILITIES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation.
of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

GRADE APPEAL PROCESS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. If the problem cannot be resolved at this level, the student may take the steps below.

1. Presentation of grievance to instructor. (This step must be taken within fourteen calendar days after the beginning of the next term.)
2. Appeal to department chair or area coordinator.
3. Written appeal to the University Academic Standards Grievance Committee.
4. Preliminary review and advising by an ombudsman appointed by the Provost.
5. Submission of file by department chair to the chair of the University Academic Standards Grievance Committee.
6. Review of file by committee chair and submission of case to committee.
7. Proceedings of the University Academic Standards Grievance Committee. (Committee holds hearing, reviews data, presents findings to all parties, and makes recommendation to Provost.)
8. Decision by Provost.
9. Final appeal in writing to the Provost if student or instructor thinks appropriate procedures have not been followed.

For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.